



Cosas para usar



Things to Use



The girl used a green crayon.



The boy used a purple crayon.



The girl used a pencil.



The boy used a marker.



The girl used a saw.



The boy used a hammer.



Ouch!

Featured Letter: The letter **u**

Word Focus: **usó**, other **u** words

Other Concepts: masculine nouns

Writing Pattern: **El niño/La niña usó un/una _____.**

Theme Connections: school (**la escuela**), art (**el arte**), construction (**la construcción**)

Shared Reading

Prereading Discussion Questions

- What school supplies do you buy before you go back to school?
- What things do you use in school?
- What supplies do you need in art class?
- Is there a writing center in your classroom? Do you have journals?
- What tools might you use in a wood shop?

Picture Walk/Discussion Questions

- What do you see on the cover of this book?
- Does the cover give you an idea of what this book might be about? How many different school supplies do you see? When might you use these supplies?
- What color crayon did the girl use? (page 2)
- What did the boy draw with a purple crayon? (page 3)
- What did the children use in the writing center? (pages 4 and 5)
- What did the girl use to cut the wood? What do you think the sign says? (page 6)
- What did the boy use to hit the nail? (page 7)
- What happened to the boy? (page 8)

Postreading Discussion Questions

- What did you like most about this book?
- What part of school do you enjoy the most?
- What are some of the things you might write in a journal?
- What would you like to build out of wood?

Mini Language Lessons

- Look for all the words that begin with the letter **u**. Read the **u** words: **usar, usó, un**. What sound does the letter **u** make in Spanish? (/oo/)
- Look for the word for *boy*. (**el niño**) Look for the word for *girl*. (**la niña**) How would you say *two boys*? (**dos niños**) How would you say *two girls*? (**dos niñas**) **Los niños** also means “children.”

Guided Reading

- Use the Prereading Discussion Questions to introduce the subject matter.
- Elicit details about the cover. Help students to make connections between the school supplies and when they might be used.
- Conduct a picture walk/discussion. Explain that the children are working in different areas with different tools. Stop at page 7 and ask what might happen next.
- Do an echo reading and/or a choral reading.
- Point out the repeated phrase **El niño/La niña usó un/una _____**. Show that the pictures help to let us know what the children used.
- Have students reread the book to one another in pairs.

Extension Activities

- Write the sentence **El niño/La niña usó un/una _____** on a sentence strip. Give students word cards for the things the children used. Mask the text in the book on pages 2–7. Read the sentences in random order. Have students place the appropriate card to match the picture. Reveal the text and have students read aloud together.
- Have students draw the school supplies on cards. Have them hold up the appropriate card as you read sentences in random order.
- Show a finished product: a drawing, a composition, a sign, a bird feeder. Ask what the student used to make the product: **¿Qué usó?** (What did he or she use?)

SSL Activities

Spanish as a Second Language

- **TPR** Provide a pencil (**el lápiz**), marker (**el marcador**), toy saw (**el serrucho**), and hammer (**el martillo**). Tell students to give each other one of the items. Sample command: **Da el lápiz a Sara.** (Give the pencil to Sarah.)
- **TPR** Gather other school supplies: book (**el libro**), paper (**el papel**), notebook (**el cuaderno**), ruler (**la regla**), pen (**el bolígrafo, el boli, el lapicero**), chalk (**la tiza**). Start with the items students know and give students several commands. Continue, adding items to the commands. Sample commands: **Da el libro a Harry.** (Give the book to Harry.) **Pon el papel sobre el cuaderno.** (Put the paper on the notebook.) **Toma el marcador del maestro.** (Take the marker from the teacher.)
- Put all the objects in a box or bag. Have students remove an object and name it: **Es un/una _____.** (It's a _____.) Secretly remove one item and challenge students to say what is missing: **Falta un/una _____.** (A _____ is missing.)